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ABSTRACT

The project operates year-round sites at Connell and at Moses Lake, Washington. A mobile site which operates in La Grulla, Texas during the home base period, sends teachers out to follow migrant families as they move north for seasonal farm work, operating the educational program in temporary sites along the northern work route. The project consists of five components: instruction, training, parent/community involvement, materials development, and management. The evaluation plan for the 1976-77 program year calls for an abbreviated mid-year progress report. This mid-year report presents the results of the Cooperative Preschool Inventory; the Spelling, Math, and Reading subtests of the Wide Range Achievement Test; the Peabody Picture Vocabulary Test; and the BMHS Test of Cultural Concepts which were administered to the project children. A narrative evaluation summarizes progress in the other project components. The report indicates that at mid-year: the children are making "outstanding" educational gains; in-service training is in progress at all sites and indications are that goals will be met; all goals in the parent/community involvement and management components are being met; all materials development goals are on target, and a considerable effort beyond that called for in the program goals for this year is being made. (NQ)

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EVALUATION OF PROGRESS
TRAINING MIGRANT PARAPROFESSIONALS IN
BILINGUAL MINI HEAD START

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1976-77 Program Year
No. 10 in Series

Prepared by Beverly McConnell, Evaluator
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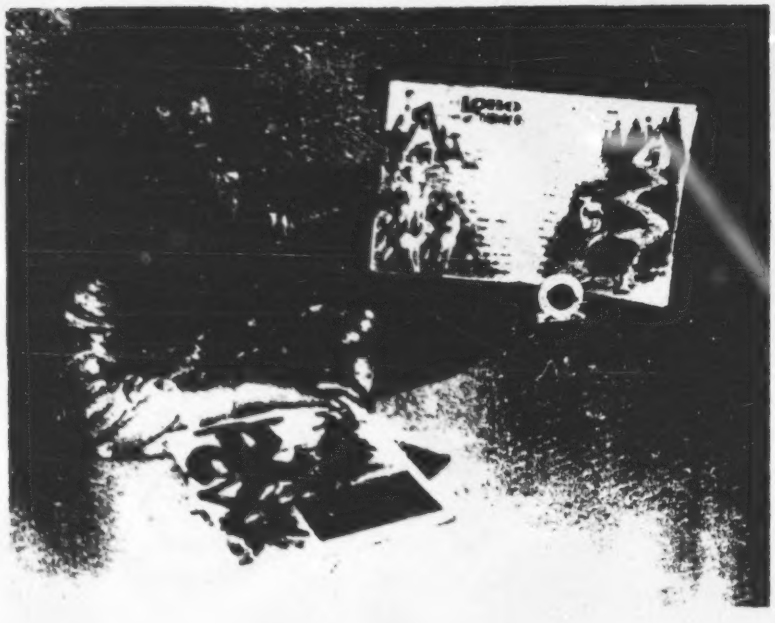

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PROJECT TITLE: Training Migrant Paraprofessionals in Bilingual Mini Head Start

LOCATION: Year-round sites operate at Connell and at Moses Lake, Washington.

A mobile site operates in La Graulla, Texas during the home base period. It sends teachers out to follow migrant families when they move north for seasonal farm work, operating the educational program in temporary sites along the northern work route.

(Temporary sites have included: Hoopeston, IL; Burley, ID; Umatilla, OR; Dayton, Walla Walla, Prescott, Pasco, Basin City, Kahlotus, Lynden, Mabton, Grandview, Prosser, and Pasco, WA).

SOURCE OF FUNDING: The cornerstone grant is from Title VII, Bilingual Education, Office of Education.

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Head Start matching grant, Washington State funds.
Title XX Social Security grant, federal and state matching funds, administered by the Department of Social and Health Services.
Title I-Migrant Office of Education ESEA grant for a facility at the Basin City temporary site.
Department of Agriculture, USDA food program.
Office of Child Development, Migrant and Indian Division Head Start funds, administered by the Texas Migrant Council.
A technical assistance grant from the Washington State Office of Public Instruction, Title VII office.

ADMINISTERING AGENCY: Educational Service District 104, Ephrata, Washington, Ernest Forge, Superintendent.

PROGRAM START DATE: Fall 1971.

This program was reviewed and approved by the Office of Education, Joint Dissemination Review Panel, as a program of proven educational effectiveness in 1974. It is included in the National Diffusion Network.

INTRODUCTION

Mid-year Evaluation
1976-77 Program Year

A complete description of the program goals, the needs from which these goals developed, and the processes used by the program in every instructional area as well as in all other components is available to the interested reader in the final evaluation published September, 1976.

The evaluation plan for the current year calls for an abbreviated mid-year report. On the pages which follow, test results are analyzed for each curriculum area, updating program results through the fall of 1976. A special study on math and reading between children in the mobile component compared to a control group was originally slated for inclusion in the mid-year report. Because of difficulty in arranging for testing at both sites, this testing, scheduled for November 1976 was not carried out until January 1977 and analysis cannot be completed in time for inclusion in the mid-year report. Otherwise no changes have been made in the evaluation plan.

A narrative evaluation which follows the section reporting child test results summarizes progress in all other project components. Each of the objectives in these components will be fully reported in the final report for the 1976-77 program year.

Report submitted by: Beverly McConnell, Evaluator.

INSTRUCTIONAL COMPONENT FINDINGS

1. ARE CHILDREN LEARNING PRESCHOOL CONCEPTS?

GOAL: Project children age 3.0-5.5 will demonstrate a superiority over norm group children of the same age that is statistically significant at the .05 level after 100 or more days attendance, on preschool concepts as measured by the Cooperative Preschool Inventory.

FINDINGS:

Table 1

Comparison of Scores on the Cooperative Preschool Inventory by Project Children with Differing Periods of Attendance

Attendance		Mean Raw Score	Standard Deviation	df	t
Age 3.0-3.11					
Under 30	N=135	19.704	8.465		
100 days	N= 49	25.041	8.070	182	3.884*
200+ days	N= 13	30.077	6.291	186	4.308*
Age 4.0-4.11					
Under 30	N= 96	29.552	10.636		
100 days	N= 92	35.207	8.313	186	4.077*
200+ days	N=111	39.667	9.212	205	7.416*
Age 5.0-5.5					
Under 30	N= 24	36.167	8.751		
100 days	N= 30	43.667	11.074	52	2.709*
200+ days	N= 72	46.708	7.648	94	5.616*

"t" tests are between this group and the norm group (under 30 days) of the same age.

*The superiority of this score over the norm group the same age is statistically significant beyond the .005 level.

TO SUMMARIZE THE FINDINGS OF TABLE 1.

1. At every age level children who have attended 100 days show superiority over the average scores of children of corresponding age tested before project experience.

2. Attendance beyond 200 days results in continued improvement at each age level.

3. The superiority of children after either 100 or 200 days attendance over children the same age tested before program experience is statistically significant far beyond the .05 level called for in the project goal.

CONCLUSION:

The program is quite powerful in increasing the children's knowledge of self and environment, improving oral expression and associative vocabulary, giving them number and sensory concepts, and teaching them to follow directions which are the concepts measured by this test.

The project has met and exceeded the project goal.

2. ARE CHILDREN IMPROVING HANDWRITING SKILLS?

GOAL: Project children age 3 to 5, who have attended the program 100 or more days, will demonstrate a superiority over the project norm group of the same age which is statistically significant at the .05 level based on the spelling subtest of the Wide Range Achievement Test.

FINDINGS:

Table 2

Mean Raw Scores by Age and Attendance Period of Children Tested on the Spelling Subtest of the Wide Range Achievement Test

Attendance	Handwriting Skills			
	Mean Raw Score	Standard Deviation	df	t
Age 3.0-3.11				
Under 30 N=113	0.850	1.276		
100 days N= 45	2.756	2.036	156	7.086*
200+ days N= 8	5.125	3.357	119	15.659*
Age 4.0-4.11				
Under 30 N= 99	2.949	3.001		
100 days N= 96	6.323	4.146	193	6.603*
200+ days N= 78	9.269	4.850	175	10.622*
Age 5.0-5.11				
Under 30 N= 43	7.116	4.316		
100 days N= 69	11.217	4.979	110	4.502*
200+ days N= 83	15.313	4.353	124	10.095*

"t" is computed between this group and the norm group (under 30 days) in the same age classification.

*The superiority of this score over the norm group the same age is statistically significant beyond the .0005 level.

TO SUMMARIZE FINDINGS FROM TABLE 2.

1. Each period of project attendance improves the handwriting skills of participating children with the greatest gain made in the first 100 days.
2. The superiority in average scores of children after either 100 or 200+ days is statistically significant (e.g., an extremely small possibility that this much improvement would occur by chance).

CONCLUSION:

The level of statistical significance after 100 days is far higher than that set in the project goal.

The goal was met and exceeded.

3. ARE SPANISH SPEAKING CHILDREN IMPROVING THEIR SPANISH?

GOAL: After 200 or more days attendance project children for whom Spanish is the primary language will show superiority over children in the project norm group of comparable age and language classification, which is statistically significant at the .05 level, as measured by the Peabody Picture Vocabulary Test, Form B in Spanish.

FINDINGS:

Table 3

Comparison of Mean Scores on the Peabody Picture Vocabulary Test, Form B, in Spanish, for Project Children with Differing Periods of Attendance

Attendance		Receptive Vocabulary Skills			
		Mean Raw Score	Standard Deviation	df	t
Age 3.3-3.8					
Under 30	N= 77	21.052	8.648		
100 days	N= 30	24.800	8.126	105	2.054*
200+ days	N= 3	(too few for analysis)			
Age 3-9-4.2					
Under 30	N= 70	24.871	9.487		
100 days	N= 59	29.271	10.206	127	2.545*
200+ days	N= 26	29.962	7.962	94	2.451*
Age 4.3-4.8					
Under 30	N= 50	26.880	8.520		
100 days	N= 45	29.267	8.117	93	1.398 n.s.
200+ days	N= 50	34.380	7.516	98	4.667*
Age 4.9-5.5					
Under 30	N= 58	33.276	8.855		
100 days	N= 54	37.389	9.577	110	2.354*
200+ days	N= 95	38.537	8.042	151	3.906*
Age 5.6-6.5					
Under 30	N= 20	36.100	8.315		
100 days	N= 37	43.757	6.970	55	3.697*
200+ days	N= 87	44.299	7.288	105	4.437*
Age 6.6-7.5					
Under 30	N= 17	43.588	13.398		
100 days	N= 9	43.889	13.195	24	0.055 n.s.
200+ days	N= 44	47.432	8.429	59	1.339 n.s.

"t" is computed between this group and the norm group (under 30 days) in the same age classification.

*The superiority of this score over the norm group the same age is statistically significant beyond the .05 level.

n.s. The superiority of this score over the norm group the same age is not statistically significant.

TO SUMMARIZE FINDINGS FROM TABLE 3:

1. Children show continued gains in Spanish the longer they participate in the program.

2. At every age level through 6.5 the superiority after 200+ days over children of the same age in the norm group is statistically significant, usually far beyond the .05 level.

3. The variability of the test scores increases sharply for the children over 6.6, making the superiority observed for the higher attendance groups not statistically significant.

CONCLUSION:

The project goal has been met for all but the oldest children.

4. ARE PROJECT CHILDREN INCREASING THEIR SECOND LANGUAGE SKILLS?

GOAL: After 200 days program attendance 50% or more of project children will be classified functionally "bilingual" based on their comparative scores in Spanish and English on the Peabody Picture Vocabulary test. (Definitions in footnote below)

FINDINGS:

Table 4

Percentage of Children Whose Scores in Their Second Language Classified Them as Bilingual on Pretest and After 200 Days Program Attendance

Language Dominance		Percentage Bilingual On Pretest		After 200 Days	
Spanish	N=87	N=14	16%	N=49	56%
English	N=30	N= 4	13%	N= 8	27%
Combined Total	N=117	N=18	15%	N=57	49%

TO SUMMARIZE FINDINGS FROM TABLE 4:

1. For children completing 200 days in the program, only 15% entered the program bilingual in two languages.

2. After 200 days 49% ranked as bilingual in two languages, just short of the 50% project goal.

3. The program was more effective with Spanish dominant children learning English than with English dominant children learning Spanish.

CONCLUSION:

Very substantial gains were made by children in acquiring a bilingual capability in both Spanish and English. The 49% who classified bilingual after 200 days attendance is just short of the 50% project goal.

This goal was considered partially met.

Definitions for language classification.

"Negligible" = second language score less than 10 points.

"Fair" = second language score over 10 points, less than 50% as high as primary language score.

"Bilingual" = second language score more than 50% as high as primary language.

Primary language is the language in which the child made highest score on the Peabody Picture Vocabulary test; second language, the language in which he made a lower score.

5. ARE PROJECT CHILDREN ACQUIRING MATH SKILLS?

GOAL: After 200 or more days attendance, project children will show a superiority over children the same age in the project norm group that is statistically significant at the .05 level, as measured by the math subtest of the Wide Range Achievement Test.

FINDINGS:

TABLE 5

Comparison of Mean Scores on the Math Subtest of the Wide Range Achievement Test for Children with Differing Periods of Attendance

Attendance	Math Skills Mean Raw Score	Standard Deviation	df	t
Age 3.0-3.11				
Under 30 N=113	3.142	2.100		
100 days N= 45	6.356	2.917		
200+ days N= 8	7.250	4.097	119	4.949*
Age 4.0-4.11				
Under 30 N= 99	4.737	3.066		
100 days N= 96	9.115	3.933		
200+ days N= 78	10.551	3.294	175	12.133*
Age 5.0-5.11				
Under 30 N= 43	8.233	3.927		
100 days N= 69	12.623	4.469		
200+ days N= 83	15.831	4.018	124	10.185*
Age 6.0-6.11				
Under 30 N= 22	14.182	6.367		
100 days N= 32	16.875	5.284		
200+ days N= 44	20.705	3.909	64	5.152*
Age 7.0-7.11				
Under 30 N= 20	18.200	4.099		
100 days N= 17	21.529	4.002		
200+ days N= 18	23.444	3.222	36	4.341*

"t" is computed between 200+ day group and norm group (under 30).

*The superiority of this score over the norm group the same age is statistically significant beyond the .0005 level.

TO SUMMARIZE THE FINDINGS FROM TABLE 5:

1. Each additional period of project attendance produces a marked increase in scores on the WRAT math test.
2. At all age levels the superiority of children after 200+ days attendance was statistically significant at an exceedingly high level (probability of this much superiority by chance less than 5 in 10,000).

CONCLUSION:

The math program is extremely powerful, with children showing gains far exceeding the project goals.

6. ARE PROJECT CHILDREN IMPROVING READING SKILLS IN ENGLISH?

GOAL: After 200 or more days attendance, project children will show superiority over children the same age in the project norm group that is statistically significant at the .05 level, as measured by the reading subtest of the Wide Range Achievement Test.

FINDINGS:

Table 6

Comparison of Mean Scores on the Reading Subtest of the Wide Range Achievement Test for Children with Differing Periods of Attendance

Spanish Dominant Children		Reading Scores			
Attendance	Mean Raw Score	Standard Deviation	df	t	
Age 4.0-4.11					
Under 30 N=59	6.932	4.653			
100 days N=72	9.361	3.799			
200+ days N=55	11.273	4.170	45	4.990*	
Age 5.0-5.11					
Under 30 N=27	8.741	4.503			
100 days N=50	11.020	5.049			
200+ days N=57	18.281	8.079	82	5.696*	
Age 6.0-6.11					
Under 30 N=11	14.818	11.143			
100 days N=24	16.333	7.505			
200+ days N=38	25.632	9.760	47	3.415*	
Age 7.0-7.11					
Under 30 N=12	21.417	11.389			
100 days N=11	33.000	14.846			
200+ days N=16	37.500	12.334	26	3.524*	
English Dominant Children					
Age 4.0-4.11					
Under 30 N=24	8.083	3.977			
100 days N=24	8.833	3.818			
200+ days N=23	11.174	5.015	45	1.034	n.s.

"t" is calculated between 200 day group and norm group (under 30). Only subgroups with at least 10 tests were analyzed. Among English dominant children no other age group had sufficient tests for analysis.

*The superiority of this score over the norm group the same age is statistically significant beyond the .005 level.

n.s. = not statistically significant.

TO SUMMARIZE THE FINDINGS FROM TABLE 6:

1. Reading scores at every age level are higher for each added period of attendance in the program.

2. The superiority of children after 200 days attendance over the project norm group of the same age is statistically significant at an extremely high level, for all Spanish dominant children.

3. English dominant four-year-olds pretest at a higher level than the Spanish dominant project children, and show improvement in reading scores after 200 days attendance but at a level that is not statistically significant.

CONCLUSION:

The project goal has been met and exceeded for Spanish dominant project children. Limited results are available for English dominant children, and at the four-year-old level improvement in reading scores is not statistically significant.

7. ARE CHILDREN LEARNING ABOUT THEIR CULTURAL HERITAGE?

GOAL: After 200 or more days attendance, project children will show a superiority over children the same age in the project norm group that is statistically significant at the .05 level, as measured by the test of Cultural Concepts.

FINDINGS:

Table 7

Comparison of Scores on the BMHS Test of Cultural Concepts for Project Children with Differing Periods of Attendance[1]

Attendance	Mean Raw Score	Standard Deviation	df	t
Age 3.0-3.11				
Under 30 N=49	16.245	4.697		
100 days N= 8	19.750	1.669	55	1.686*
200+ days N= 0				
Age 4.0-4.11				
Under 30 N=35	20.371	5.826		
100 days N=17	23.824	6.858	50	1.885*
200+ days N=10	30.200	4.780	43	4.866**
Age 5.0-5.11				
Under 30 N=19	24.842	5.984		
100 days N=13	29.923	5.220	30	2.476*
200+ days N=22	33.000	3.891	39	5.246**
Age 6.0-7.11				
Under 30 N=10	27.200	6.779		
100 days N= 5	(too few for analysis)			
200+ days N=16	35.250	4.837	24	5.681**

*The superiority of this score over the norm group for the same age is statistically significant at the .05 level.

**Superiority of this score over norm group same age significant at the .0005 level.

[1]Norm group scores are cumulative since test was put in use, January 1976. Other attendance groups are based on testing conducted fall of 1976 (October through December).

TO SUMMARIZE THE FINDINGS OF TABLE 7:

1. In a test of cultural concepts related to the language and culture of Mexico and of the United States, project children show significantly greater knowledge for each period of project attendance over the pretest scores of the project norm group of the same age.

CONCLUSION:

Children are learning about the history and culture associated with the languages of participating students. The project goal was met and exceeded.

NARRATIVE PROGRESS REPORT ON NON-INSTRUCTIONAL

COMPONENTS

TRAINING COMPONENT

In-service training pace anticipated in the project goal calls for completion of a "unit" of training for each trainee on the average of every two months.

Owing to an extraordinary effort by the Texas Resource Trainer who worked with no trainer staff assistance for most of the fall, this training is nearly on schedule for all teachers in the mobile site. A great deal of training was completed in September and October so that when new trainers were hired, beginning in November the Resource Trainer could devote his full attention to their orientation and preparation for their training responsibilities.

Training is somewhat behind schedule in both the year-round sites in Washington. However, a grant for technical assistance through the Title VII office in Washington State enabled the program to employ an extremely able resource trainer as of December 1976. With her weekly visits to the two Washington sites some reorganization has taken place, and a training schedule worked out which should bring the pace of in-service training up to project goals.

Academic training opportunities for all staff who lack either a GED or a college degree is a program goal. Columbia Basin College, which has enrolled our trainees in an off-site academic program for the past few years, discontinued its association with the project last summer. No one was therefore enrolled during the fall months. The project manager, Louise Gustafson, found several other institutions ready and offering to work with the project and arrangements were completed with North Seattle Community College and enrollment has taken place for most employees for the winter quarter.

FAMILY AND COMMUNITY INVOLVEMENT COMPONENT

The advisory committees for all sites have continued to be active. Review of minutes indicates that they have screened and recommended staff, made plans involving earning of funds for the parent-community advisory group and authorized a number of expenditures. Various programs have been planned and carried out. The Connell group has been much involved in the discussion of how the group might acquire and operate a bus to serve the children in the area. The Grulla committee has been considering bidding on acquisition of a school which has been vacated in the community, and working out possible coordination with various city agencies also interested in utilizing this facility.

Parents and community members have contributed many volunteer hours, assisting in the classroom and with a number of support activities.

The Grulla site last year did not have parents participate in formal program evaluation. This year's committee has been organized and this evaluation has already taken place.

MATERIALS DEVELOPMENT COMPONENT

This component has been high priority this year. All materials development goals included in the formal project proposal are underway and on schedule. In addition a number of materials development projects not specified in the project goals have been carried out or are in development.

One project goal was development of a training unit to accompany Spanish Distar. A preliminary format has been worked out between the materials developer and resource trainer in December and the unit is now being drafted.

A format for the test to accompany the new Spanish Distar materials was worked out between the materials developer and the northern resource trainer. Work on this project is being held up now to see if we wish to adopt the test items put out by Oregon College of Education Follow Through project for the English version of these materials.

A test for the Book 3 of Sets and Numbers is one-third completed, and it can probably be finished within the next two months.

The test for Sullivan Reading Books 8 through 21 has not yet been started. This will be scheduled for later this spring.

One dissemination document was worked out by the materials developer in August, 1976. This was circulated to a number of people in Congress and in federal education agencies, and private organizations concerned with legislation affecting education, particularly for migrants. A status report on all materials developed by the project is being drafted and will be available in February.

The above are the materials development projects specified in the project goals.

In addition to the above a new set of pre-math curriculum materials was developed--a set of twelve lessons to be given tutorially or to pairs of children, with accompanying materials. Independent work materials including teacher teaching statements and feedback testing was worked out on related math skills for the children who are working independently while others are being tutored.

Reading materials in Spanish were ordered, previewed and returned because they did not meet project needs. The search for

programmed reading materials which can be individualized rather than group taught continues.

Relying on private funds, the project has completed the translation and typing and has almost completed the assembly and distribution of the Spanish Language I Distar materials. These materials are now in use, in a field test edition, up through Lesson 67. The balance will be available as quickly as it can be printed.

The Resource Trainer completed a three-part series of trainer training instruments. These will be crucial in any dissemination of this model because the trainer is the key to the program, and adequate preparation of the training staff is now formalized through these training steps. They have been field tested--the monitoring instrument used with our two experienced trainers to catch skills deficiencies, the new trainer training units with two new trainers employed in November. One has completed the training, the other is mid-way into it.

Additional teacher training units have also been completed or are in development. These include a unit on using performance contracting, on a token-exchange classroom management technique, a revision of dual language teacher training, revision of the training for use of the reading Primer, as well as the Distar training unit already mentioned.

The work on testing materials has already been outlined. In addition the evaluator has done much more work in the establishment of norms, and statistical reliability for the BMHS Test of Cultural Concepts. A manual for test administration has been developed, and the instrument has been shared with other agencies.

The project staff has attended meetings in Washington State, and is scheduled to attend a meeting in Texas in February sharing project information under the auspices of the national diffusion network and state facilitators. We have descriptive material in preparation that was requested by these agencies.

MANAGEMENT COMPONENT

The project maintains a relocating program from Grulla to northern work sites in order to provide continuity of education to the migrant children from the Texas site. The first project goal in the management component is that for every teacher relocated from Texas to the north, at least five children would receive continuing instruction in two or more locations. During the 1976 migration there were eleven teachers relocated north. There were 57 children served in Texas and in one or more northern sites, which meets the project goal of an average of five children served on a mobile basis for each teacher paid to relocate. Additional migrant children were also served in the northern and in the Texas site. This number represents only

that portion who moved from site to site and were served as they moved.

Coordination with all the public schools at all sites, year-round and temporary sites for the mobile program, was achieved this year. The public schools offered space and other facilities for operation of the program at Moses Lake, and North Franklin Schools in Washington and in Grulla, Texas (the permanent sites), as well as at Lynden, Prosser, Mabton, and Pasco (temporary sites). We coordinated the program with Northwest Rural Opportunities where we operated in their preschool facilities at Prosser Short Term Center, and at Walla Walla Migrant Center. We worked with the Educational Institute for Rural Families at other short term centers in Washington State, particularly Basin City which we administered for children they referred as well as our own children from Texas.

In order to keep this program operating, multiple funding sources are required since individually each source has limitations as to geographical area (state funds in Washington may be used only for the operation of program within the borders), as to age (Head Start funds will support only the preschool age group), etc. The introductory page of this proposal identifies the variety of funding sources thus far tapped for the program. This year, in addition to maintaining funding from all previous sources, the project secured a grant under Title VI-B, Office of Education--programs for Handicapped which will pay basic operating costs for some of the preschool age children in Washington State. The grant for technical assistance (paying for the Washington State resource trainer) was also a new source this year. And the Texas Migrant Council has picked up some administrative costs in addition to the preschool program support they have given in the past. Rafael Guerra and Beverly McConnell are working on the development of a Title I proposal which would allow expansion to other sites that wish to adopt the program in Texas.

The final goal in this area, preparation of presentation on program findings and operations for Congressmen and federal agencies is in development. The time period right after the Congressional Easter recess--approximately the week of April 11-15 is scheduled for a series of presentations in Washington D.C. by Rafael Guerra, probably with the back-up support of Oscar Villarreal (Texas Migrant Council director) and Beverly McConnell, project evaluator.

MID-YEAR SUMMARY

The children are making outstanding educational gains. In-service training is in progress at all sites and indications are that goals will be met. A new college had to be located for continuation of the academic credit program. These negotiations have been completed and eligible staff enrolled for the winter term.

All goals in the parent-and-community involvement component are being met. Likewise all materials development goals are on target, and a considerable effort beyond that called for in the program goals for this year is being made. Management goals have all been made: children successfully followed from Texas to northern sites in predicted numbers, new funding sources located, coordination with other school or preschool agencies in every location, and an extensive dissemimination effort underway.